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ABSTRACT

The purpose of phase 3 of Project IMPACT (a project to assess the impact of vocational education research and development on vocational education programs in Illinois) was to review, further conceptualize, and refine the impact assessment system for vocational education research and development efforts proposed during fiscal 1989. The following project activities were completed: (1) a review of the project's proposed impact assessment system; (2) examination of the organizational structure and management of the project by the Illinois State Board of Education Research and Development Section (RDS): (3) identification of perceptions of project directors and RDS staff regarding impact; (4) conceptualization of a comprehensive impact assessment system: (5) identification of components vital to a comprehensive impact assessment system; and (6) development of a working document to guide the final phase of the project. Recommendations concerning developing research program goals, organizing a network of impact assessors, identifying individual programs related to various projects, and developing procedures for short- and long-term impact assessments were made. (Appendixes containing evaluation project instruments and project analyses by thrust, program, and subject area constitute half the document.) (The phase 1 and 2 reports are available separately through ERIC--see note.) (MN)

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ED203119

Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs (Project IMPACT) Final Report/Phase III

Sponsored by Illinois State Board of Education

Department of Adult, Vocational and Technical Education

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June, 1981

CE 029 190

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FINAL REPORT ABSTRACT

TITLE OF PROJECT: Assessing the Impact of Vocational Education Research and Development Programs (Project IMPACT)

FUNDING AGREEMENT NUMBER: R-31-31-D-0132-166

PROJECT DIRECTOR: Rupert N. Evans, Frofessor of Vocational and Technical Education

PRINCIPAL INVESTIGATORS:
- Earl B. Russell, Associate Professor of Vocational and Technical Education
- Carol S. Sanders, Visiting Assistant Professor of Vocational and Technical Education

INSTITUTION: University of Illinois at Urbana-Champaign

LOCATION: 345 Education Building
1310 S. Sixth Street
Champaign, Illinois 61820

FUNDING PERIOD: August 1, 1980 through June 30, 1981

OBJECTIVE OF PROJECT: To review, further conceptualize and refine the proposed impact assessment system for vocational education research and development program improvement efforts.

PROCEDURES OF PROJECT:

1. Reviewed and further conceptualized the proposed impact assessment system developed during FY 1980.
2. Studied the organizational structure and management of the Research and Development Section regarding program improvement efforts.
3. Identified the perceptions of project directors and Research and Development Section staff regarding impact.
4. Conceptualized a comprehensive impact assessment system.
5. Identified components vital to a comprehensive impact assessment system.
6. Developed a working document of the impact assessment system to guide the final phase of the project in FY 1982.

CONTRIBUTION TO VOCATIONAL EDUCATION:

Development of an impact assessment system for vocational education research and development will provide a means for indicating whether the resources spent for funded projects improved the programs identified by the Research and Development Section.

PRODUCTS TO BE DELIVERED:

Twelve (12) copies of the final report for Phase III, "Assessing the Impact of Vocational Education Research and Development Programs (Project IMPACT) will be delivered to the Research and Development Section, Department of Adult, Vocational and Technical Education, Illinois State Board of Education in June, 1981.

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I. INTRODUCTION AND OVERVIEW

The primary purpose of funded vocational education research and development activities is to improve vocational education programs. To determine if these funded efforts make a difference, we must identify the changes (skills, knowledge, attitudes, interests, values, perceptions) that occur among specific audiences. Research and development activities are expensive, therefore it is critical to assess their impact (consequences) as a basis for making better judgments about future activities.

Public Law 94-482 mandated that contracts for Research and Development in Vocational Education would not be made unless the applicant could "demonstrate a reasonable probability" that the contract would result in improved teaching techniques or curriculum materials that would be used in a "substantial number of classrooms or other learning situations within five years after termination of such contracts" (Federal Register, 1977). As originally conceptualized, the purpose of Phase I of the IMPACT Project was to identify and develop procedures for complying with the impact requirement of Public Law 94-482.

To that end, the IMPACT Project addressed three problem areas during Phase I activities: (1) how to define impact, (2) how to assess impact, and (3) how to show a cause and effect relationship between project activities and changes in the vocational education teaching-learning situations. The project also addressed two subsidiary problems: (1) how to predict the probability of impact, and (2) how to manage on-going contracts to increase impact probability.

Phase I (FY 1979) activities included: (1) review of literature related to the problem areas, (2) interviews of individuals who had experience

and expertise in the problem areas, and (3) analysis of the process of impact by following several programs of related projects.

The major activity for Phase I activities focused on analyzing, using a case study approach, programs of related research and development projects. It was decided to select two cases for "top-down" analysis and two cases for "bottom-up" analysis. The project staff referred to these types of retrospective analysis as "tracking." It was anticipated that two types of tracking would produce different insights about impact. The top-down "tracking" included "Illinois Occupational Curriculum Project" and "Illinois Network of Exemplary Occupational Programs for Handicapped and Disadvantaged Students." Bottom-up "tracking" included the "Illinois Projects in Horticulture" and "Illinois Career Education Projects at the Awareness Level."

These case study efforts were continued during Phase II (FY 1980) activities. In addition, Phase II activities included two other case studies, a field study, and development of a model for an "Impact Assessment System for the Illinois State Board of Education/Department of Adult, Vocational and Technical Education/Research and Development Section." The two new cases selected for study were the "Occupational Survival Skills Project" and "Two Illinois School Districts with Innovative Vocational Education Programs." The field study focused on "Predicting Impact of Research and Development Projects in Vocational and Technical Education." It is to the last activity outlined for Phase II, development of a model for an "Impact Assessment System for the Illinois State Board of Education/ Research and Development Section," to which Phase III project activities were focused.

The main objective for Phase III (FY 1981) was to review, further conceptualize, and refine the impact assessment system for vocational education research and development efforts proposed during FY 1980. To achieve this objective the following procedures were completed:

1. Reviewed and further conceptualized the proposed impact assessment system developed during FY 1980.
2. Studied the organizational structure and management of the Research and Development Section regarding program improvement efforts.
3. Identified the perceptions of project directors and Research and Development Section Staff regarding impact.
4. Conceptualized a comprehensive impact assessment system.
5. Identified components vital to a comprehensive impact assessment system.
6. Developed a working document of the impact assessment system to guide the final phase of the project in FY 1982.

II. NARRATIVE DESCRIPTION OF THE PROJECT

Rationale

The Federal Management Evaluation and Review for Compliance/Quality (MERC/Q) review team recommended to the Research and Development Section, Department of Adult, Vocational and Technical Education, in 1980 that "the system to be used in evaluating the impact of program improvement activities should be more fully established." It was to this end that Phase III Activities were directed.

Conceptualizing impact assessment and all that it implies is a most difficult task. Developing an impact assessment system to be implemented by and for another organizational structure is an equally difficult task. Therefore, review and refinement of the impact assessment system proposed in FY 1980 was vital in order to assure that the system developed for the Research and Development Section would be an effective and efficient approach to determining the consequences of program improvement efforts.

Staff Qualifications and Facilities

Responsibility for project management and the accomplishments of the project activities was assumed by the following IMPACT Project Staff: Rupert N. Evans, Project Director; Earl B. Russell, Principal Investigator; Carol S. Sanders, Associate Principal Investigator; Wynette S. Barnard, Project Investigator; Milan Knickerbocker, Graduate Assistant; and Shirley Walker, Clerk-Typist. Rupert Evans provided conceptual leadership to the project staff as well as continuity to project efforts, since he directed the project from its inception in 1978. Earl Russell provided managerial and technical leadership to the project staff in all phases of the project. Carol Sanders provided operational leadership and supervised

staff in performing the activities which supported each project procedure. Wynette Barnard worked closely with the principal investigators in performing project activities. Milan Knickerbocker conducted research and assisted with other project activities. Shirley Walker typed and retyped the many drafts of various project documents.

Project staff for this effort were housed in the Department of Vocational and Technical Education facilities within the Education Building. All of the University facilities were available to the project staff which greatly facilitated the accomplishment of project activities. The resources of particular value to this project included:

- Office of Vocational Education Research; Tim Wentling, Director.
- University of Illinois Library (catalogued collection in excess of 5½ million volumes, and an uncatalogued collection of 3¼ million volumes).
- Bureau of Educational Research; Steven Asher, Director.
- Center of Instructional Resources and Curriculum Evaluation; Robert Stake, Director.
- Survey Research Laboratory; Robert Ferber, Director.

III. ACCOMPLISHMENTS AND MAJOR ACTIVITIES

A. Attainment of the Major Project Objective

To carry out project activities the following staff members were assigned: Project Director, Rupert N. Evans, 10 percent time (local contribution); Principal Investigator, Earl B. Russell, 10 percent time; Associate Principal Investigator, Carol S. Sanders, 50 percent time; Project Investigator Wynette Barnard 30 percent time and Milan Knickerbocker, graduate assistant, 50 percent time; and Project Secretary, Shirley Walker, 25 percent time.

A revised budget to accommodate the newly assigned staff members was submitted to the Department of Adult, Vocational and Technical Education for their approval. The total amount of the budget was not changed.

To carry out the major project objective "to review, further conceptualize and refine the proposed impact assessment system for vocational education research and development program improvement efforts" six procedures were completed. Each procedure is listed in the text as a subheading followed by a narrative description of the activities conducted to accomplish each procedure.

Procedure 1 -- Reviewed and Further Conceptualized the Proposed Impact Assessment System Developed During FY 1980

Newly assigned project staff, in an effort to familiarize themselves with past project efforts, reviewed and examined the conceptual base for the proposed impact assessment system developed during FY 1980. A considerable amount of time was spent reviewing documents that had been developed during Phase II of the project and talking with former project staff members. In addition, newly assigned personnel within the Research and Development Section of the Department of Adult Vocational and

Technical Education, who had responsibilities for the project, also spent time reviewing past project activities. After both Research and Development Section personnel and project staff reviewed the impact assessment system proposed during FY 1980, several meetings were held to discuss the requirements for implementing the system as proposed.The research and Development Section manager and contract administrator requested time to further study and discuss the system prior to implementation.

After considerable thought and discussion, Peter Seidman, the project's Contract Administrator, summarized through a written communication in Mid-October to Earl B. Russell, Principal Investigator, both his and John Washburn's (Research and Development Section Manager) concerns regarding the proposed system. They commended the efforts of past project staff for their recognition of the need to classify research and development projects and to tie the impact assessment system into the organization and procedures of the Research and Development Section. The bulk of the communication focused on concerns regarding the proposed impact assessment system, namely that it:

1. Required too many decision points and time on the part of the Research and Development Section staff.
2. Failed to separate the conceptual system from the procedures to implement the system.
3. Addressed only the impact of individual projects--the assessment of probable project successes, rather than objective assessment of the impact of program improvement.
4. Required too much ongoing technical assistance for the staff of the Research and Development Section.

Based on these concerns and upon suggestions made by both Peter Seidman and John Washburn, the project staff redirected project activities to focus upon (a) refinement of the conceptual base of the impact assessment system, and (b) general procedures necessary for implementation.

It was recognized that a number of questions had to be answered by both the Research and Development Section and IMPACT staff before further development could occur. A list of questions was drafted by the project staff which served as a guide throughout the year. The following questions were posed and presented to the Research and Development Section Manager and Project Contract Administrator:

Questions for the Research and Development Section staff

1. What are the goals of the Research Coordinating Unit for program improvement?
2. How do these goals relate to the state plan?
3. How do the 14 thrusts relate to the goals of the Research Coordinating Unit?
4. What are the research and development program categories?
5. What are the research and development program goals?
6. Are specific projects identified for each of the programs?
7. Are baseline data available showing the need for specific programs and in turn projects that fall within specific programs?
8. How can needed baseline data be collected to fill the voids in the existing data base?
9. How can the contract administrators best assist project people in realistically assessing short term (interim) impact?
10. Who will be responsible for assessing long term (ultimate) impact of programs?

Questions for the Impact Staff

1. How can we determine if the proposed system is feasible and falls within the parameters of the Illinois Research and Development Section?
2. How can we gain input into the proposed system from the Research and Development Section staff?
3. How can we introduce the proposed impact assessment system to all involved: funders, project people, and proposal reviewers?

4. How can we collect baseline data from project people and project reviewers concerning their perceptions of impact and assessment?

5. How can we assist project people in becoming aware that their individual projects relate to projects with similar goals and in turn to a program identified by the Research and Development Section.

6. How can we assist project people to know and understand how to:
   (1) write realistic impact statements,
   (2) collect baseline data,
   (3) determine best methods to use in data, collection (pre and post) and
   (4) report data collected?

7. How can we utilize project people and proposal reviewers in the development of a "how to" handbook?

8. How can we inform proposal reviewers of what to look for concerning impact in reviewing proposals for funding?

Procedure 2 -- Studied the Organizational Structure and Management of the Research and Development Section Regarding Program Improvement Efforts

To further understand the organization for which the impact assessment system was being developed a considerable amount of time was spent studying the organizational structure and management of the Research and Development Section program improvement efforts. Project staff reviewed documents related to the management and organization of the Department of Adult, Vocational and Technical Education and specifically those related to the Research and Development Section. Milan Knickerbocker, the graduate assistant assigned to the project, spent three days observing and interviewing staff of the Research and Development Section to gain insight and information as to the organizational structure of the Research and Development Section and the roles and responsibilities of contract administrators.

To further understand the organizational structure and management of the Research and Development Section, Carol Sanders, Associate Principal

Investigator, interviewed each contract administrator to: (1) understand their role and responsibility for administration of contracts as well as additional responsibilities within the section, department, state, and nation; (2) gain understanding of the monitoring process and nature of communication between project staffs and contract administrators; (3) determine the extent to which project staffs express concerns or ask assistance of contract administrators concerning dissemination and impact; (4) determine the extent to which contract administrators question or provide assistance to project staffs regarding dissemination and impact; and (5) understand the concerns of contract administrators regarding their role and responsibilities related to dissemination and impact assessment. To determine roles and responsibilities of contract administrators the Interview Questions and the "Findings of the Interviews" can be found in Appendix A.

A considerable amount of time was spent analyzing the projects funded for FY 19[illegible] in an attempt to classify the projects by programs in order to develop an effective and efficient impact assessment system compatible with the pattern of funded efforts. A contractual log of the 101 funded FY 1981 projects was obtained and analyzed by: goal of the state plan, source of funds according to Public Law 94-482, assignment by contract administrator, and year of funding cycle. None of these seemed an appropriate classification system. To further analyze the projects the staff utilized the newly developed Research and Development Section system for "Utilizing Word Processing for Recording and Retrieving Abstracts of Research and Development Projects" and requested a printout of projects using descriptors of "thrust," "subject area," and "program area." The "thrust" descriptor contained 14 variables; "subject area"

12 variables; and "program area" 11 variables. The analyses of projects by each of the three descriptors are found in Appendix B. The analysis of funded projects was done in an effort to assist the Research and Development Section in their effort to identify programs, each of which contain funded projects having common goals.

Studying the organizational structure of the Research and Development Section also meant studying related Research and Development Section funded projects on the campus of the University of Illinois. Two meetings were held on campus to discuss the relationships of the following three projects:

1. Dissemination of Vocational Education Research and Development Outputs (Dissemination Project)
2. Management of Research and Development Activities (Management Project)
3. Development of Procedures for Assessing the Impact on Vocational Education Research and Development on Vocational Education (IMPACT Project)

The three projects had one thing in common, the development or management of activities/systems that had implications for all the projects funded through the Research and Development Section. Each project had different goals and objectives but it was deemed necessary that the projects communicate and collaborate to enhance their overall effectiveness.

It was recognized at the onset of Phase III activities that there was a linkage between the activities of the Dissemination and IMPACT Projects*. In an effort to determine exactly what that linkage was and to facilitate the collaboration of the two projects, two individuals were assigned responsibilities on both projects. Earl B. Russell assumed the

*For information regarding the Dissemination Project, see Dissemination of Vocational Education Research and Development Outputs, Final Report, Phase II, University of Illinois, June, 1981.

responsibility as Director of the Dissemination Project and Principal Investigator of the IMPACT Project, while Carol S. Sanders assumed the position of Associate Principal Investigator on the IMPACT Project and half time staff on the Dissemination Project.

Numerous meetings were held throughout the year to discuss the relationships of the two projects. It was finally determined that the linkage between the two project efforts was more conceptual than operational. It was concluded that all dissemination activities should contribute to impact. Therefore, successful dissemination is a prerequisite to impact assessment, particularly the assessment of intended impact.

Phase II Impact documents were also analyzed to determine the relationship of dissemination and impact in past funding efforts. Case study documentation identified dissemination efforts as contributing to impact and recognized that poor dissemination efforts resulted in low impact.

Because the management of research and development program improvement efforts relies heavily on the guidelines which accompany the Requests for Proposal document and the Project Management Handbook, the project staff spent time studying the content of both. Portions of the draft copy of the Project Management Handbook which addressed impact were reviewed to determine their implications for the proposed impact assessment system. Suggestions were made to the Research and Development Section for revisions to the document. The revisions were incorporated in the final version of the document. The document was distributed to all directors of projects funded by the Research and Development Section at a Project Directors Meeting held in November. Those in attendance at

the meeting were made aware of the portions of the document which addressed impact through brief presentations made by a staff member with joint responsibilities for both dissemination and impact.

As the year progressed and the impact assessment system was refined it became apparent that the portions of the Project Management Handbook which addressed impact needed further revision. This was due to changes made in the impact assessment system and to assistance needed by project staffs in carrying out their responsibilities related to implementation of the system.

Guidelines that accompanied the FY 1979 and FY 1980 Requests for Proposals reflected the mandate of Public Law 94-482 pertaining to assessment of impact. Proposal writers did not understand what was meant by impact and all that it implied. Proposal requirements regarding impact confused and frustrated proposal writers, thus proposals did not contain all that was required pertaining to impact. Content of required intended impact statements varied greatly, most addressed the extent of dissemination and not the intended consequences of a project. This may have been due to the fact that dissemination was addressed as part of the impact requirement.

In an attempt to clarify the differences between dissemination and impact and to help proposal writers understand that dissemination is a necessary but not sufficient part of impact, it was recommended that the two concepts be addressed separately in proposals. Recommendations were also made to the Research and Development Section to simplify the proposal requirements regarding impact until such time that the impact assessment system was fully conceptualized, roles and responsibilities clarified, and procedures for implementation outlined. Recommended changes were drawn

up and presented to Peter Seidman, Contract Administrator. Other recommendations were made to change the proposal review form to correspond with the changes in proposal requirements. The recommended changes (see Appendix C) were incorporated in the Guidelines and Specifications for Preparing FY 1982 Continuation Proposals. (The intended impact statements in FY 1982 proposals will be analyzed early in Phase IV to determine if proposal writers understood what was required and to determine if further clarification is needed.)

Procedure 3 -- Identified the Perceptions of Project Directors and Research and Development Section Staff Regarding Impact

In an attempt to further refine the impact assessment system and to develop staff development materials to accompany the system, the staff identified perceptions of project directors and Research and Development Section staff regarding impact. Several drafts of an instrument to identify perceptions of impact were developed prior to development of the final version shown in Appendix D-2. The instrument was used to survey project directors and Research and Development Section staff regarding their perceptions of impact. The instrument was sent to 93 individuals, 84 project directors and nine research and development staff. Two weeks after the initial mailing on March 27, 1981, a reminder card was sent to 23 individuals who had not responded. Within a month after the initial mailing 77 were returned for an 83 percent return rate. Preliminary analysis of the data indicates:

1. Seventy-one percent of the respondents are in agreement that the consequence(s) of a funded vocational education research and development program improvement activity is considered to be the impact of the activity. Twenty-one percent are unsure.

2. Fifty-five percent of the respondents agree that it is possible to evaluate projects without assessing their impact. However, 37 percent disagree, with only eight percent being unsure.

3. Eighty percent disagreed that impact assessment is the same as dissemination follow-up. Ten percent agreed and ten percent were unsure.

4. Sixty-five percent agreed that it is possible to disseminate project outputs without having impact.

5. Seventy-three percent agreed that it was possible for a project to have impact unrelated to the project goals.

6. Ninety percent agreed that it is necessary to identify a target audience and expected change(s) when developing intended impact statements.

7. Forty-three percent disagreed that short term impact assessment is the same as formative evaluation. Thirty-seven percent were unsure.

8. Fifty-eight percent disagreed that long term impact occurs upon completion of a funded effort. Twenty-one percent agreed and 16 percent were unsure.

A majority of the respondents are in agreement in their perception of impact as being the consequence(s) of a funded activity. There seems to be some uncertainty as to whether it is possible to evaluate a project without its impact.

Respondents are also in agreement with the project staff regarding distinctions between impact assessment and dissemination follow-up. However, respondents indicated that it is possible to disseminate project outputs without having impact. Evidently there is a need to clarify what is meant by dissemination, because the four level definition (see Appendix E, p. 59) adopted by the Dissemination Project includes use and use implies impact. Respondents to the question probably related their response to past dissemination efforts, those being primarily distribution of printed materials.

The large majority of respondents , in recognizing that it is possible to have impact unrelated to project goals, indicates a recognition of different types of impact. Respondents seem to be very clear as to what is to be included in intended impact statements, but seem to be unclear as to the difference between short term impact and formative evaluation, and the timing of long term impact assessment.

When analyzing perceptions of the responsibility for impact assessment, 47.5 percent indicated short term impact assessment was the responsibility of project directors/staff, 32 percent indicated state staff, 18 percent indicated someone else, and 2.5 percent failed to respond. Forty-three percent indicated that long term impact assessment was the responsibility of state staff, 31.5 percent indicated someone else, and 22.5 percent project directors/staff and 3 percent failed to respond. The respondents evidently felt that short term assessment should be the responsibility of more than one individual/group as 41 percent checked two or three responses to the question (3 responses were possible) concerning who should be responsible for assessing short term impact. Examples of the responses to the "someone else" for short term assessment included:

- -Third party
- -External consultant
- -Expert review
- -Central unit involved in dissemination
- -Advisory council
- -The recipient and teacher/counselor
- -All who have anything to do with the results
- -Individuals who have an opportunity to use or see projects used and see impact
- -Depends on project
- -External agency
- -Curriculum Publications Clearinghouse
- -Independent contractor
- -Representative of target audience

Long term impact assessment according to the respondents, should also be a combined responsibility. Fifty percent indicated two or three individuals/groups should be responsible for assessing long term impact.

Specific examples of the response to "someone else" include"

-Third party
-Depends on arrangements and assignments
-Ultimate consumer
-Expert review
-If funded to do so
-Large contracts via contract
-Periodically, groups like the Committee on Vocational Education Research and Development need to be commissioned at the national/state levels
-Third party hired by the Research and Development Section and content persons
-Project advisory council
-Guidance counselor/teacher/student/community resource person who participated
-Individuals who have had an opportunity to see impact on project over extended period
-Exterior agency
-Funding agency's research department
-Curriculum Publications Clearinghouse
-Community served
-Outsider knowledgeable in the specific area of program improvement
-Independent contractor

The examples of short term impact statements when analyzed indicated that 39 percent were quantitatively (pertained to number or quantity) stated, 43 percent were qualitatively (pertained to feelings, beliefs, attitudes) stated, and 18 percent failed to give an example. Of the example of long term impact statements, 30 percent were quantitatively stated, 54 percent qualitatively stated and 16 percent were left blank. Quantitative statements generally reflected some level of dissemination, not impact (e.g. "curriculum packages were sent to 200 vocational teachers").

When analyzing the benefits of assessing impact, the responses fell within four categories. The four categories and percentage of responses within each are itemized below:

Accountability	35 percent	Planning	23 percent
Improvement/effectiveness	16 percent	Evaluation	24 percent

Thirty six of the respondents indicated other perceptions or concerns about impact assessment that were not covered in the instrument. The concerns or perceptions included:

1. With funding set up on an annual basis, it is extremely difficult for a project to both accomplish its objectives and measure its impact. Neither time nor fiscal resources permit.

2. Lack of definition in the field; lack of application of sound research methodology.

3. Do not lose sight of our purposes--"to provide programs to attract industry and provide employment for our graduates."

4. It is thought that non-completers do not receive the same impact as completers of an educational program.

5. Formative evaluation can be a means of helping a project staff get organized and provide ongoing direction to insure that objectives are met.

6. From helping with the follow-up network of the Handicapped and Disadvantaged Impact Study, quantitative data seems to be stressed more than qualitative - counting numbers of requests for information does not tell you if it is being used or adapted.

7. Impact should be tied to Dissemination and Utilization and centralized for consistency.

8. There appears to be a great deal of resistance about having impact assessed by outside, disinterested parties.

9. How is it (impact) determined? Is a project successful if it has impact, but on a group other than the target one?

10. Types of impact studies such as longitudinal impact studies--many years vs. short term.

11. Impact is a more glamorous term than goal, however both mean the same.

12. We do not do enough of it. I suspect that many of the Research and Development projects have little or no impact on program improvement.

13. You may like to consider differentiating between intended and unintended impact.

14. Short and long term impacts are difficult to assess in a standardized format.

15. It is a "catchy phrase" and should not be over estimated.

16. Impact statements required in the Department of Adult, Vocational and Technical Education proposals are a farce.

17. Impact assessment statements show value and worth of the program.

18. The difficulty in obtaining data after the term of a project.

19. A minimum amount of money is needed yearly to maintain project director's involvement in doing project-related activities.

20. I believe it is difficult to measure short term impact of many projects. The project staff is not thought by the state to be able to measure impact.

21. It is far easier to talk about than to accomplish. Measurement is difficult because "seed thoughts" planted don't often produce immediate results and often have impact in numerous ways that participants don't even recognize.

22. 1) Need to establish a mechanism for all state staff to contribute to impact assessment. 2) Target population: needs to be carefully considered in designing assessment instruments, especially by type of use expected for activity (e.g., inservice, direct service, consultation). 3) Need to examine the relationship to the state's priorities in goals and objectives (e.g., does high impact in a low priority activity count as much as medium impact in a high priority area of activity?)

23. It is probably impossible to isolate impact and attribute any action to a single source.

24. I feel much clarification is required to help directors differentiate their project objectives from impact goals.

25. I am not sure impact is considered as a high priority item <u>after</u> the project is completed.

26. Earlier opportunities for assessment of dissemination possibilities.

27. Ultimately impact equals the number of lives changed and how.

28. None, that can be readily identified.

29. Actual impact, of all types, is essentially impossible to identify. Identification must precede measurement.

30. Individual variables as they relate to community.

31. Expand conceptualization of "goal-free" impact assessment.

32. It may be a semantic problem!

33. Complex!

34. It takes money and patience that the feds and state don't have.

Numerous respondents indicated that they had directed several funded occupational education research and development projects in the past. Of the categories listed, sixty-six of the past projects had been funded by the Department of Adult, Vocational and Technical Education, twenty-eight funded from the federal level, fifteen out-of-state, and one from private industry.

Current positions of those responding included:

State staff	8%	Local district	9%
University	58%	Private firm	3%
Community college	9%	Other	13%

The data will be further analyzed to guide the project staff in refining the impact assessment system, developing staff development materials to facilitate impact assessment, and conducting inservice to implement the impact assessment system.

Procedure 4 -- Conceptualized a Comprehensive Impact Assessment System

Conceptualization of the comprehensive impact assessment system occurred as a result of attempting to answer the following questions:

-What are the types of impact?
-How is impact facilitated?
-Who is involved in impact assessment?
-What data are needed to assess the different types of impact?
-When should impact be assessed?
-Who should assess impact?
-What methods and techniques should be used in assessing impact?

It was determined that impact assessment is a process which starts with the development of a proposal specifying the impact intended as a

result of project activities. The process continues throughout the funded project effort as impact statements are updated to accommodate changes in project activities, and continues beyond funded efforts as final project outputs are disseminated. It was also concluded that each funded project effort needs to be assessed for short term impact upon completion of funding. Then, twelve months or more after funding of three or more related projects ceases, long term program impact assessment needs to be initiated.

Review of past project documents, review of literature identified through ERIC and communications with the IMPACT Project's Contract Administrator, assisted in identifying the interacting dimensions of impact or types of impact: intended; unintended; direct; indirect; long term; and short term. These terms are further explained in the Glossary of Terms found in Appendix E.

In an attempt to clarify the relationship of projects to programs and the relationship of short and long term impact two flow charts were developed. Figure 1 (p. 22) was developed because project directors do not often see a clear linkage between their individual projects and the overall plan of the Research and Development Section; individual project goals should relate to research and development program goals. The research and development program goal, in turn, should then relate to the goals of the Department of Adult, Vocational and Technical Education. The identification of this linkage is one area which has often been overlooked or at least not clearly stated to individual project directors. Figure 2 (p. 23) was developed to indicate the relationship of long term to short term impact and further clarify program and project relationships.

RESEARCH AND DEVELOPMENT PROGRAM IMPROVEMENT PROJECT

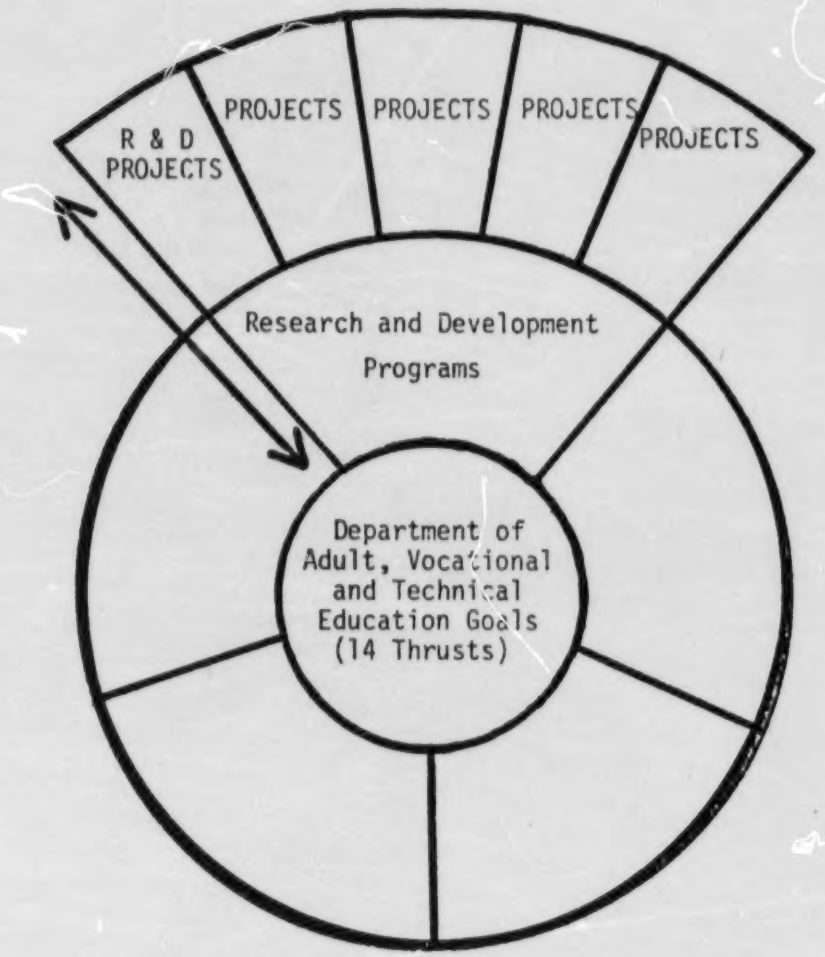

Figure 1. Relationship of Projects to Programs

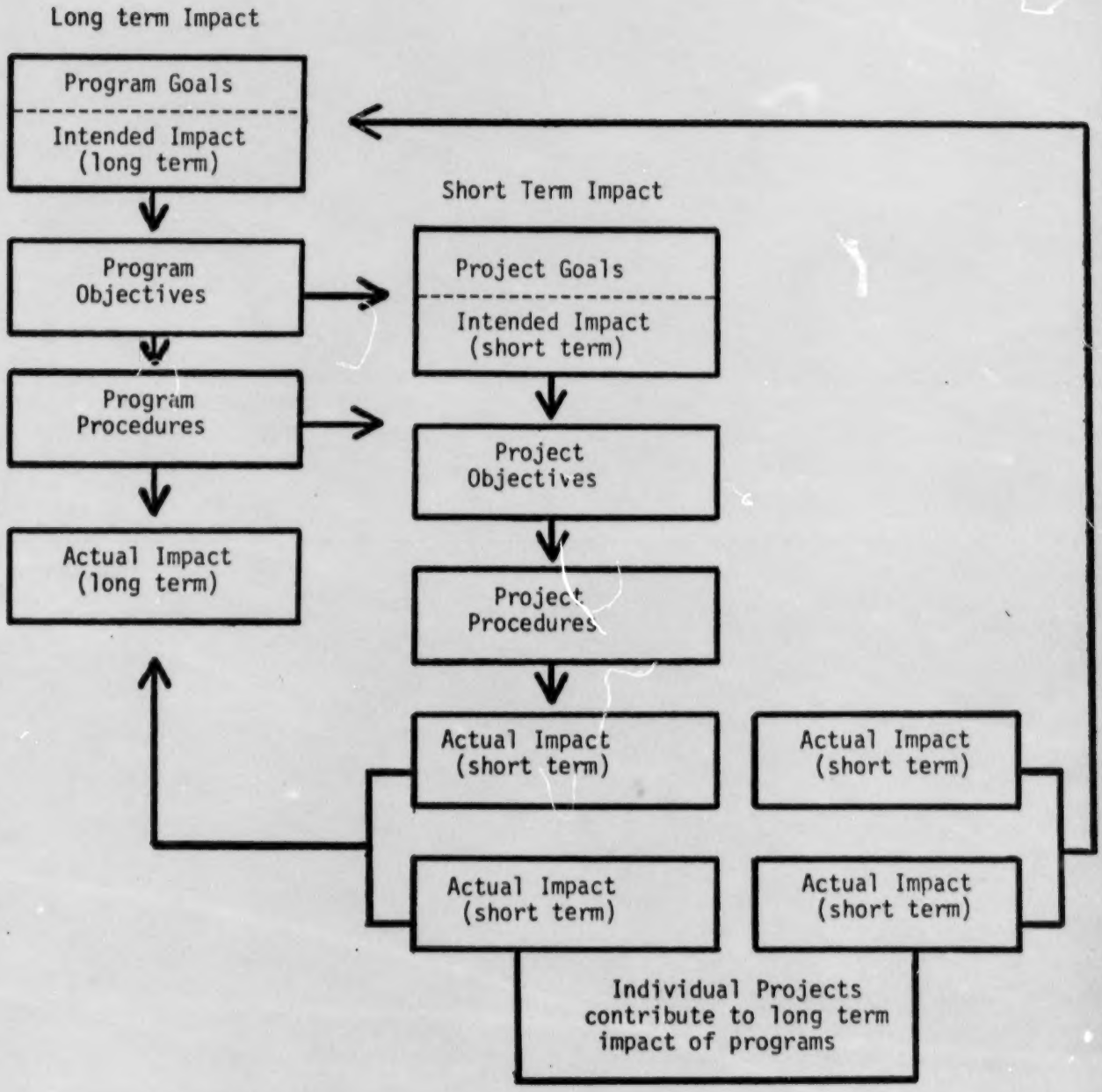

Figure 2. Relationship of Long and Short Term Impact

Since the major goal of research and development is program improvement, programs need to be defined. It was with this in mind that the project staff developed alternative approaches to classifying projects by programs. To assist the Research and Development Section staff in development of a systematic approach to long term assessment, alternate plans for long term assessment were developed to correspond with the recommended approaches to defining programs. The four approaches presented to the Research and Development Section are found in Appendix F.

As project activities were completed, answers to the questions became clearer. There should be three main actors involved in the impact assessment process: state staff, project staff, and external impact assessors. To develop and implement a system, all actors involved need to understand the need for the system and their roles and responsibilities in making the system work. Pooling the expertise of several groups with whom the project staff interacted, the following recommendations were made:

1. Short term impact should be assessed after termination of funding. Data collected during the funded effort should assist in assessment but actual assessment should not occur until all project activities have been completed.

2. All projects should be assessed via a survey and then, based on information contained in the survey, seven to ten projects should be selected for more in-depth analysis.

3. In-depth short term and long term assessment should be conducted by external impact assessors.

4. Long term impact assessment of programs should be conducted on a five year rotating basis with one or more programs assessed each year.

5. Naturalistic inquiry and other qualitative approaches to assessment should be utilized.

Impact is judged to be facilitated in several ways:

1. Inclusion of intended impact statements in proposals for funding. Identifying a target audience(s) and the expected changes (skills, knowledge, attitudes, interests, values, and perceptions) among the identified group provides direction for the project staff in carrying out project activities.

2. Planning, conducting and following up of dissemination efforts.

3. Reporting of progress made toward achievement of project goals in progress and final reports.

4. Knowledge of and recognition of different types of project impact.

5. Ability to recognize negative impacts and make adjustments in project activities accordingly.

Procedure 5 -- Identified Components Vital to a Comprehensive Impact Assessment System

Development of the impact assessment system was based on information gathered from the review of literature (Phase I), case studies conducted during Phase II, and current year project activities. Input was received from evaluation and impact assessment specialists (e.g., Center for Instructional Research and Evaluation, University of Illinois and Kay Adams of the National Center for Research in Vocational Education, the Ohio State University). Two components were identified as being vital to the system: a conceptual component and an operational component.

A key aspect of the conceptual component is the relationship between funded research and development projects to programs. Other conceptual aspects include definition of terms, identification of types of impact, assumptions related to impact assessment, prerequisites and criteria for impact assessment. The operational component includes administrative and implementation aspects of the system. The

administrative aspect specifies procedures for short term impact assessment, procedures for long term impact assessment, and impact assessment as a planning guide.

Procedure 6 -- Developed a Working Document of the Impact Assessment System to Guide the Final Phase of the Project in FY 1982

A "draft" entitled Impact Assessment System - Working Document was developed for the primary purpose of providing a basis for communication between the Research and Development Section staff and IMPACT Project staff. The system as developed will be revised during the final phase of the project, based on input from the Research and Development Section staff and evaluation consultants.

B. Related Activities

Related project activities can be divided into two categories: meetings attended and consultations.

1. Meetings Attended:

Carol Sanders, with joint responsibilities for the Dissemination and IMPACT Projects at the University of Illinois, attended the third annual Dissemination and Utilization Conference sponsored by the National Center for Research in Vocational Education. Several presentations at the conference focused on impact. Informal interviews were conducted with individuals responsible for impact assessment within their home states.

Rupert N. Evans, Earl B. Russell and Carol S. Sanders attended the American Vocational Association annual convention in New Orleans. A paper, "Specifying Results to be Expected Through Research," was prepared by the project staff and presented by Rupert N. Evans as part of a

symposium on "Determining the Impact of Research in Vocational Education." Meetings were attended pertaining to impact assessment to glean information to assist in the conceptualization of the comprehensive impact assessment system.

Carol Sanders attended the Illinois Vocational Association Annual Convention in Arlington Heights to obtain information from presentations and informally discuss impact concerns of project staff. Carol Sanders also attended the National Experience-Based Career Education Association Conference held in Lexington, Kentucky, to explore dissemination and impact of a long term effort.

Numerous meetings were held throughout the year with Peter Seidman, the IMPACT Project's Contract Administrator, regarding on-going project activities. Meetings were also held with John Washburn, Research and Development Section Manager, to gain his input and feedback regarding the impact assessment system under development.

In addition, IMPACT staff members attended the Rupert N. Evans Third Annual Symposium on Vocational Education held in Champaign, Illinois; the annual Department of Vocational and Technical Education, University of Illinois, Retreat; monthly departmental staff meetings; and numerous meetings with Dissemination Project staff. Weekly IMPACT staff meetings were held in an effort to coordinate staff activities and appraise project efforts.

2. Consultations

The staff invited Kay A. Adams, coordinator of Evaluation, the National Center for Research in Vocational Education, to react to the conceptualization of the Comprehensive Impact Assessment System and to

share the results of her work with impact assessment at the Center. Adams addressed her reactions to the conceptualization of the Impact Assessment System to four areas: roles and responsibilities, data collection, development and guidelines, and approach to impact assessment. In addition, she outlined "next steps" and addressed the "strengths" of the project. Strengths consisted of:

-Bottom-up tracking of projects
-Program focus
-System to provide data to support reauthorization of the Vocational Education Act
-Helping the state move toward programmatic research and development
-Showcase of what research and development can do within a state
-Save vocational education from a more restrictive impact rule in the next legislation

In discussing roles and responsibilities, Adams recommended that one person in the state office head up impact assessment. Responsibilities of that individual would include: (1) maintaining files on projects/programs to be studied, (2) coordinating follow-up surveys, and (3) hiring subcontractors to conduct case studies and participate on teams.

The IMPACT staff invited the Center for Instructional Research and Curriculum Evaluation, University of Illinois staff to react to: (1) project efforts to conceptualize the relationship of projects and programs; (2) the relationship of short and long term impact assessment; and (3) the relationships of dissemination follow-up, evaluation, and impact assessment. Meeting with the CIRCE staff on two different occasions helped the IMPACT Project staff clarify who should be responsible for assessing short and long term impact, and the timing of assessment.

Permission was obtained to visit James Shill, Director of the Research Coordinating Unit, Mississippi State University, to review and discuss the impact assessment system developed for the State of Mississippi. One day was spent discussing the development, implementation and management of the Mississippi Impact Assessment System with James Shill and several members of his staff.

The IMPACT Project staff was contacted by Charles Joley, a member of the University Occupational Education Liaison Council (serves as a vehicle for the coordination of statewide impetus in the preparation of occupational education professional personnel among nine Illinois higher education institutions with comprehensive vocational programs) to meet and discuss possible approaches to assessing the impact of that council. the IMPACT staff met with Charles Joley and Kay Smith of the Council at the University of Illinois to gain insight into the purpose and organization of the Council. Impact Assessment of the Council was discussed, as was impact assessment of the individual liaison contracts at each of the nine member universities. The IMPACT staff was invited to attend the June, 1981 Occupational Education Liaison Council meeting held in Springfield, to provide information to the Council as to possible approaches for assessing the Impact of the Council.

Upon request of Peter Seidman, the project staff, in an effort to become familiar with the objectives and activities of the Nontraditional and Social Impact Project--also funded through the Research and Development Section--met with Joan and Fred Carvell, directors of that project. After sharing project efforts, it was concluded that the project's methodology could complement the IMPACT Project and that the Carvell

work could be incorporated into the impact assessment system under development.

C. Problems and Concerns

With the exception of Rupert N. Evans, Project Director for three years, the IMPACT Project staff for FY 1981 was unfamiliar with past project efforts. Therefore, a considerable amount of time was spent reviewing documents developed during Phase I and II of the project and talking with former staff members. In addition, personnel within the Research and Development Section of the Department of Adult, Vocational and Technical Education had also assumed new responsibilities, namely the Contract Administrator assigned to the IMPACT Project and the Manager of the Research and Development Section. They also needed to familiarize themselves with past project efforts.

Since the IMPACT assessment system was to be implemented to assist in research and development program improvement efforts, it was vital for the new research and development management to study the impact assessment system proposed during FY 1980 and determine its implications for the future. There was a delay in receiving input from personnel within the Research and Development Section regarding the proposed impact assessment system due to activities within that section involving both the Research and Development Manager as well as the IMPACT Project's Contract Administrator.

As conceptualization of the Comprehensive Impact Assessment System progressed it became apparent that the focus of the project activities outlined for FY 1981 were inappropriate. It was not clearly understood at that time as to how the ultimate program structure in the planning

stages by the Research and Development Section would affect the design of the impact assessment system. Therefore, development of a handbook on facilitating and assessing impact and hosting a state conference to facilitate its use were premature activities. It seemed more appropriate to focus on refining the conceptualization of the system and to provide input into the impact language used in the documents which support the request-for-proposal process. A letter was sent to Peter Seidman, Contract Administrator, in early February requesting a change in project focus. The request was approved.

IV. RECOMMENDATIONS

The following recommendations are based on the proposed impact assessment system. If recommendations are followed, the Impact Assessment System for the Research and Development Section, Adult, Vocational and Technical Education, Illinois State Board of Education, will be fully implemented by FY 1983.

Immediate

1. Identify research and development programs (based on alternate approaches, see Appendix F).
2. Develop goals for each program to be used for the planning of research and development activities and for predicting potential direct long term impact.
3. Develop intended long term impact statements to correspond with program goals.
4. Identify individual projects related to each program.

End of FY 1982 Funding

1. Identify one person on the Research and Development Section staff to assume responsibilities as the impact assessment specialist.
2. Contract external impact assessors to assess actual short and long term impact of projects and programs.
3. When funding a research and development project, identify the related program and program goals in order to assist project directors in seeing the relationship between projects and programs and intended long term impact.

FY 1983 and Continuous

1. Contract external impact assessors to assess actual short and long term impact of projects and programs.
2. Assess the short term impact of all projects at the end of funding using an impact assessment survey.
3. Conduct an in-depth assessment of short term impact of 7-10 projects per year.

4. Assess the long term impact of programs 12 months or more after termination of funding of at least 3 projects within the program.

5. Assess the long term impact of one or more programs each year.

V. TRANSITIONS

The activities in the first two phases of the Project and those undertaken by the Project staff during FY 1981 provided the basis for conceptualization of a comprehensive impact assessment system for research and development program improvement efforts. The components vital to the system, conceptual and procedural, have been drafted and submitted to the Research and Development Section, Department of Adult, Vocational, and Technical Education, Illinois State Board of Education. The system will be revised during Phase IV if the project based on input from the Research and Development Section staff and results of field testing efforts. The objectives of FY 1982 activities are to:

1. Review and refine the components of the impact assessment system.
2. Prepare staff development materials on facilitating impact assessment.
3. Conduct inservice activities for Research and Development Section staff, project staff, and proposal reviewers.
4. Complete the impact assessment system for subsequent operation by the Research and Development Section.

Statement of Impact

By implementing the system developed and refined by the project, the Research and Development Section staff can provide assistance to project directors and project reviewers to (1) become aware of the need for impact assessment, (2) become knowledgeable of how to facilitate impact assessment in proposal development and project activities, and (3) understand the conceptual framework of short and long term impact assessment and the relationship between projects and programs. Thus, the overall impact

upon vocational education will be to provide a means for indicating if the resources spent for research and development projects improved the programs identified by the Research and Development Section. The system will provide a strengthened approach to sharing the benefits of vocational education research and development with constituent groups and policy makers.

APPENDIX A

1. Interview Questions to Determine Roles and Responsibilities of Contract Administrators
2. Findings of Interviews

Interview Questions to Determine Roles and Responsibilities of Contract Administrators

Interview Questions for State Staff

1. What activities other than the administration of contracts are you responsible for in the RDS?

2. What percentage of your time does this entail?

3. How many projects do you currently administer?

4. Approximately how many contacts do you have with each project within a month?

5. Are these contacts by phone or in person?

6. For the most part, who initiates the contact?

7. What is the general nature of the reason for the contact?

8. What percentage of the time are the contacts for reasons of:

budget _____
project administration _____
program changes _____
completion of objectives or procedures _____
dissemination _____
evaluation _____
impact _____
consultation regarding project activities _____

9. What is the nature of the assistance you provide projects in regard to formative and summative evaluation? Impact assessment?

10. What is the general nature of concerns expressed or assistance requested by persons responding to RFPs?

11. What seems to be the biggest concern of project directors?

12. What technique of conducting staff development or inservice for project directors/staff do you consider to be most effective?

FINDINGS OF INTERVIEWS
With the RDS Contract Administrators

The role of a contract administrator within the Research and Development Section of the Department of Adult, Vocational and Technical Education, Illinois State Board of Education is varied. The job title is misleading because all but one of the contract administrators have responsibilities within the Research and Development Section in addition to the administration of contracts.

Responsibilities of contract administrators seem to fall within four categories: (1) administration of funded projects, (2) internal operation of the RDS, (3) departmental cooperation/coordination, and (4) external cooperation and collaboration. Responsibilities for the administration of funded projects include priority determination, development of RFP and proposal review guidelines, proposal evaluation, and project monitoring and reporting. Responsibilities for internal operation of the RDS include budget preparation and justification, accountability, reporting, staff development, work processing, and outside evaluation of RDS activities. Departmental responsibilities center around cooperation/coordination activities related to committee work, 14 thrusts, external review, and funded projects. External cooperation/collaboration activities include responsibilities on both the state and federal levels. State cooperation/coordination activities include IVA, liaison with existing networks, organization of project director meetings, statewide committees, existing consortiums and statewide organizations. Responsibilities on the federal level fall within existing consortiums, committees, and national organizations.

The involvement of the contract administrators in each of the four categories varies. The amount and extent of involvement is due to personal

interest and preferance. The percentage of time spent on activities other than monitoring of funded projects ranges from 0-50% with approximately 42% being the mean percentage of time spent on additional section or departmental responsibilities.

The number of projects monitored by each contract administrator also varies. The range of projects monitored by an individual varies from 8-27 (8-119 if RFA's are included). It was indicated that neither the number of projects nor the funding level have anything to do with the contract load. Assignments are based on individual interest and expertise. The mean number of projects monitored by each individual is 14.5.

The number of contacts made with each project varies with the contract administrator, the level of funding, and expertise of the project director. The number of contacts range from 1-10 per month with 2.75 contacts being the mean. The number of contacts also varies with the amount of input provided to the contract administrator and return feedback to the projects. The majority of contacts are made via telephone, with written communication being second in line. Personal visits are the least popular form of contact. However, three contract administrators indicated that they visit each project site at least once every quarter or four times a year. One contract administrator indicated 60% outside monitoring.

Generally the contact with the projects are made by the contract administrators. However, it was indicated that most project directors call their contract administrator if they need some type of assistance. It was indicated that departmental consultants who serve as resource persons to some projects also make contacts with project staff. Initially, the contacts between contract administrator and project staff are made concerning a technical question but end up being a verbal progress report.

Most contacts deal with programmatic concerns with project administration and budget concerns second in line. Very few contacts are made due to evaluation, dissemination and impact concerns. One contract administrator revealed that he/she had never received one question regarding evaluation, dissemination, and/or impact. It was felt that the lack of questions in these three areas on the part of project directors/staffs is twofold: (1) project directors/staffs are generally not research types and are not sure as to what is expected, and (2) contract administrators don't ask questions or provide assistance as they also are a bit unsure as to what is required and needed. It was generally felt that confusion exists regarding terminology, relationship of the terms, and procedures to follow in carrying out the processes. One contract administrator pointed out that most of the questions concerning evaluation, dissemination, and impact come from the more informed project directors.

A few contract administrators admitted that they don't have time to provide assistance to projects regarding evaluation, dissemination and impact. Several responded by saying they are not required to provide assistance. One person indicated that dissemination and impact need to become a priority of the section before any attention will be given them. It was generally felt that a stand must be taken regarding dissemination and impact and that proper inservice be provided both RDS and project directors.

It was felt that one reason there was a lack of emphasis placed on impact on the part of contract administrators is that many times final outputs of projects lack quality and thus may not be worthy of widespread dissemination and, as a result, would show little impact. Part of the solution suggested by several would be to fund fewer projects and build in

more quality control. It was mentioned that there is not enough emphasis on accountability or content of progress reports. Someone suggested that reimbursement should be tied to submission of progress reports.

Proposal writers even though asked to follow the RFP guidelines which address, as part of the proposal, content, evaluation, dissemination, and impact, express few concerns regarding those sections of the proposal. Most of their concerns regard interpretation of the RFP.

Project directors, according to some contract administrators, seem to be the heart of the whole monitoring process with the top quality professional project director needing the least assistance. However, no matter how seasoned the project directors, they still have their concerns.

Money seems to be the biggest concern of project directors whether it be budget, overhead, audit or reimbursement. Attitude, realism, and quality seem to be the concern of contract administrators regarding project directors/staffs. Many times project directors portray a flippant attitude and once funded are not heard from again until the end of the project. They think they know content and process. As they are the "experts" in the field they are not open to suggestions and recommendations. Many project directors are not realistic in outlining project activities and supporting activity budgets. Many are unaware of the amount of time needed for certain activities and are unaware of the difficulties they can encounter until they get into the project. Many are unconcerned with quality, quality that will not only improve the field and the RDS, but quality that will improve themselves. Many don't know how to access outside resources to deliver and maintain quality.

There were as many suggested techniques for conducting staff development or inservice to RDS and project staff as there were people interviewed.

However, no matter what the technique used, two suggestions came across loud and clear "make sure everyone gets the same information" and "stress responsibilities". It was generally felt that it is best to get away from the state office and preferably the city of Springfield. The location and facility were deemed important to providing a pleasant atmosphere. Use of small groups, short sessions, group rotation, interactive sessions, few short lectures, frequent breaks, and summary sessions seemed to be preferred techniques for delivering inservice.

Common suggestions included:

1. Fund fewer projects.
2. Place more emphasis on quality.
3. Make dissemination and impact priorities.
4. Inservice RDS and project staffs regarding dissemination and impact.
5. Improve coordination, cooperation and communication between and among the groups sharing the common goal of program improvement: funders, developers, linkers and users.

Submitted by
Carol Sanders
Project Impact

APPENDIX B

1. Project Analysis by 14 Thrusts
2. Project Analysis by Programs
3. Project Analysis by Subject Area

PROJECT ANALYSIS BY 14 THRUSTS

(Research and Development Projects Funded During FY'81)

THRUSTS	NUMBER
PUBLIC AWARENESS	2
ACCESS AND EQUITY	11
NEW ECONOMIC CONCEPTS	5
OLDER CITIZENS	1
BASIC SKILL DEVELOPMENT	4
SURVIVAL SKILLS	0
COMPETENCY BASED	22
BUSINESS/INDUSTRY/EDUCATION COORDINATION	4
AGENCY COORDINATION	2
INDIVIDUAL NEEDS	16
VOCATIONAL EDUCATION STAFF DEVELOPMENT	5
PLANNING AND EVALUATION	5
POLICY AND LEGISLATIVE DEVELOPMENT	0
RESEARCH, DEVELOPMENT AND DISSEMINATION	24
TOTAL	101

PROJECT ANALYSIS BY PROGRAMS
(Research and Development Projects Funded During FY'81)

PROGRAMS	NUMBER
AGRICULTURE	3
BUSINESS OFFICE EDUCATION	5
DISTRIBUTIVE EDUCATION	4
HEALTH OCCUPATIONS EDUCATION	2
HOME ECONOMICS EDUCATION	4
INDUSTRIAL ARTS EDUCATION	2
TECHNICAL EDUCATION	0
TRADE/INDUSTRIAL EDUCATION	5
COOPERATIVE EDUCATION	2
CAREER EDUCATION	0
ALL VOCATIONAL EDUCATION	74
TOTAL	101

PROJECT ANALYSIS BY SUBJECT AREA
(Research and Development Projects Funded During FY'81)

SUBJECT AREA	NUMBER
PRE-SERVICE	17
IN-SERVICE	4
PRE-EMPLOYMENT	4
PLACEMENT	0
FOLLOW-UP	0
RECRUITMENT	2
JOB DEVELOPMENT	1
PERSONNEL DEVELOPMENT	16
PRODUCT DEVELOPMENT	30
PRODUCT DISSEMINATION	3
RESEARCH	14
VOCATIONAL EDUCATION TRAINING	7
OTHER	3
TOTAL	101

APPENDIX C

1. Recommended Changes for Guidelines and Specifications for Preparing Proposals
2. Recommended Changes for Proposal Evaluation Guide

Recommended Changes for Guidelines and Specifications for Preparing Proposals

5. NARRATIVE DESCRIPTION OF THE PROJECT

This section should be written in narrative form and shall include the following seven sub-sections: 5.1 Introduction, 5.2 Objectives, 5.3 Procedures, 5.4 Evaluation, 5.5 Dissemination, 5.6 Impact, and 5.7 Time/Sequence Chart. An explanation of each area follows:

5.1 INTRODUCTION

Present a rationale for the proposed project including:

- A brief summary of the project goal(s) and how achievement of the goal(s) will benefit vocational education in Illinois as well as beyond the State (this provides the basis for developing the intended short term impact statement(s), sub-section 5.6).

EXAMPLE GOAL AND BENEFIT:

The project is to develop entrepreneurship curriculum materials to be used for training entrepreneurs to assist them in establishing their own business.

- The general design of the project explaining how its objectives and procedures are particularly appropriate to meet the needs of the RFP as well as how this design is the most efficient and effective approach to the requested project.

- In responding to an open-category RFP (See p.14), this section must also clearly demonstrate the need to conduct the project. (In RFPs other than the open-category ones, the RFP itself establishes the specific need requiring research and/or development activities. By way of contrast, in a response to an open-category RFP the proposer identifies the need. Such proposals must also demonstrate that the need they address is one requiring high priority attention. It is demonstrating this priority of need in addition to presenting a cost-effective approach to meeting the need that makes a response to an open-category RFP competitive).

5.2 OBJECTIVES

List the objectives of the project. Each objective must be (1) related to the goal(s) identified in the introduction (sub-section 5.1), indicate the target population, and (3) the precise outcome(s) expected. (The objectives become the basis for showing progress toward achieving intended impact).

EXAMPLE OBJECTIVE:

Identify by October 31 of the project year, skills needed by entrepreneurs to establish their own business.

5.3 PROCEDURES

Indicate the procedures to be used in accomplishing the objectives, listing the procedures in chronological order. Each procedure listed must include:

- A cross-reference to the specific objective(s) it is designed to help accomplish;
- A description of the procedure;
- When the procedure will be implemented and completed;
- Which staff member(s) will be responsible for the procedure;
- What equipment, materials or facilities are necessary to conduct the specific procedure; and
- The target population(s) to be served by the procedure.

EXAMPLE PROCEDURE:

Through an extensive review of literature, a working list of skills needed by entrepreneurs in establishing their own business will be compiled by August 31 of the project year by the project staff.

5.4 EVALUATION

Specify the techniques of evaluation to be used in the project. The purpose of the evaluation is to provide continuous feedback on the acceptability of the procedures, on the achievement of the objectives and on the achievement of the proposed goal(s). Each technique listed must include:

- Cross-reference(s) to the specific procedure(s) and/or objective(s) it is designed to evaluate;
- When the technique will be conducted; and
- The criteria or standards used to assess the accomplishment of the evaluated procedure(s) and/or objective(s).

EXAMPLE EVALUATION TECHNIQUE:

Using an instrument developed by the project staff, ten small business owners in three varying sized communities in Illinois will be interviewed during September and October to validate the identified entrepreneurial skills.

Two types of evaluation shall be utilized:

- Evaluation of progress through periodic, planned assessment to determine if specific procedures result in progress towards

achieving specific objectives and, thereby, the project goal(s) and intended impact. If certain procedures do not facilitate progress, changes in the program design should be made; and

- Evaluation of achievement of objectives to determine to what degree the project objectives have been met.

5.5 DISSEMINATION

5.6 IMPACT

The statement of impact is a narrative description of the consequences of the project goal(s). The impact statement reflects the intended impact of the project goal(s) upon termination of funding.

In discussing the intended consequences of the project goal(s) the following elements must be included:

- The target population(s) expected to be affected; and

- The precise nature of intended consequence(s) (e.g., change in specific skills, knowledge, attitudes, interests, values, perceptions).

EXAMPLE IMPACT STATEMENT:

Students of teachers using the entrepreneurship education curriculum materials will develop entrpreneurial skills and apply these skills in their jobs and everyday life.

5.7 TIME/SEQUENCE CHART

Organize into a chart, the procedures, evaluation techniques, and dissemination methods discussed in the preceding narrative description of the project. This chart should be viewed as a project management plan that will assist contract administrators as well as project staff in the monitoring of the porject. Any graphic format may be used in developing the chart as long as it accounts for the following requirements:

- Construct the time frame of the chart from the month the project would start through the final month in which the present fiscal year's activities would be conducted;

- Show the procedures, evaluation techniques, and dissemination methods in the chronological order in which they occur; and

- Show each procedure, evaluation technique, and dissemination method under each month in which it will occur.

(See the appendix, pp. A13-A16, for examples of several types of chart formats.)

RECOMMENDED CHANGES FOR
PROPOSAL EVALUATION
GUIDE

RFP Code No._____

Proposal Title_____

_____

_____

Agency_____

Instructions:

Before rating the proposal, be sure to study the RFP to which the proposal is a response. Below are a series of questions which will require a response. Your careful completion of this Guide will: (1) Assist the Research and Development (RDS) staff in selecting and negotiating the most appropriate proposal for funding; and (2) Provide RDS with information which will assist applicants in critiquing their proposals.

INTRODUCTION

1. Does the proposal rationale address the needs specified in the RFP?

   Yes____(Continue with review)

   No____(Comment required. Please cite specifics. The proposal needs no further evaluation.)

Comments:

2. Does the rationale state the project goal(s) and how achievement of the goal(s) will benefit (impact) vocational education in Illinois?

   Yes____(Continue with review)

   No____(Comment required. The proposal needs no further evaluation.)

Comments:

OBJECTIVES (____of 15 pts.) Yes No

1. Is each objective explicitly related to the goal(s) stated in the rationale of the proposal?.....1

2. Does each objective indicate : Yes No
   a. target population(s)?.....2a
   b. the precise outcome(s) expected?.....2b

3. Taken as a set, will the objectives accomplish the intent of the RFP as well as the goal of the proposal?.....3

4. What are this section's strengths and weaknesses? (Response Required)
   Strengths

   Weaknesses

PROCEDURES (____of 15 pts.)

1. Is each procedure explicitly related to the objective(s) it is designed to accomplish?.....1

2. Is each procedure appropriate for accomplishing the objective(s) it is supposed to achieve?.....2

3. Is each procedure explicit and specific as to:
   a. when it will be implemented and completed?.....3a
   b. which staff member(s) will be involved?.....3b
   c. what equipment, materials or facilities are necessary?....3c
   d. what target population(s) will be served?.....3d

4. Taken as a set, will the procedures accomplish the intent of the RFP as well as the objectives of the proposal?.....4

5. What are this section's strengths and weaknesses? (Response Required)
   Strengths

   Weaknesses

EVALUATION (____of 15 pts.)

1. Is each evaluation technique explicitly related to the specific procedure(s) and/or objective(s) it is designed to evaluate?.....1

Yes No

2. Does each evaluation technique include a statement of when it will be conducted?.....2

3. Is each evaluation technique adequate to evaluate the procedure(s) and/or objective(s) it is designed to evaluate?.3

4. Is evaluation of all procedure(s) and objective(s) planned?..4

5. Does each evaluation technique indicate which staff member(s) will be involved?.....5

6. What are this section's strengths and weaknesses? (Response Required)
   Strengths

   Weaknesses

DISSEMINATION (____of 10 pts.)

IMPACT (____of 10 pts.)

1. Is each statement of an intended impact explicit and specific as to:
   a. target population(s)?.....1a
   b. intended consequences of the project goal?.....1b
   c. the precise nature of the intended consequences (change in specific skills, knowledge, attitudes, interests, values, perceptions, etc.)?.....1c

2. What are this section's strengths and weaknesses? (Response Required)
   Strengths

   Weaknesses

TIME/SEQUENCE GRAPHIC PRESENTATION (____of 5 pts.)

1. Are the procedures, evaluation techniques and dissemination activities stated in the graphic presentation the same as in the narrative?.....1

Yes No

2. Are the procedures, evaluation techniques, and dissemination activities stated in the graphic presentation in chronological order with the procedures and evaluation techniques cross-referenced to the objective(s) and or procedures they are designed to accomplish or assess?.....2

3. Will the graphic presentation aid in the monitoring of the project's activities?.....3

4. What are this section's strengths and weaknesses? (Response Required)
   Strengths

   Weaknesses

QUALIFICATIONS-----same

BUDGET----------same

EQUITY----------same

SYNTHESIS----------same

APPENDIX D

1. "Perceptions of Impact" Cover Letter
2. "Perceptions of Impact" Survey Instrument

University of Illinois at Urbana-Champaign

College of Education
DEPARTMENT OF VOCATIONAL
AND TECHNICAL EDUCATION

345 Education Building
Urbana, Illinois 61801
(217) 333-0807

March 16, 1981

inside address

salutation

Under a funding agreement with the Illinois State Board of Education/ Department of Adult, Vocational, and Technical Education, the University of Illinois, as part of the "Assessing Impact on Vocational Education" project, is conducting a survey to determine commonly held perceptions of impact.

You, being greatly involved with funded research and development projects, are our most valuable source for providing us with commonly held perceptions of impact. This information will assist us in the development of a guide on facilitating and assessing impact that will meet your needs.

Would you help our efforts by taking a few minutes to complete the enclosed instrument? Please use the enclosed self-addressed envelope to return your reply by March 27, 1981.

Be assured that all information you supply will be held in confidence.

Thank you for your cooperation in this effort.

Sincerely,

Earl B. Russell
Principal Investigator

Carol Sanders
Associate Principal Investigator

CS/sw
enclosure

Code No._____(This code number is only for follow-up purposes.)

PERCEPTIONS OF IMPACT

Directions: Indicate your response to each of the items. Use the following code in responding to items 1 through 8:

SA=Strongly Agree
A=Agree
U=Unsure
D=Disagree
SD=Strongly Disagree

	SA	A	U	D	SD
1. The consequence(s) of a funded vocational education R & D program improvement activity is considered to be the impact of the activity.					
2. It is possible to evaluate projects without assessing their impact.					
3. Impact assessment is the same as dissemination follow-up.					
4. It is possible to disseminate project outputs without having impact.					
5. It is possible for a project to have impact unrelated to the project goal(s).					
6. When developing intended impact statements, it is necessary to identify a target audience and expected change(s).					
7. Short term impact assessment is the same as formative evaluation.					
8. Long term impact assessment occurs upon completion of a funded effort.					

9. Who should be responsible for assessing short term impact?

_____Project director/staff_____

_____State staff (specify)_____

_____Someone else (specify)_____

10. Who should be responsible for assessing long term impact?

_____Project director/staff_____

_____State staff (specify)_____

_____Someone else (specify)_____

11. Give a brief example of what you consider to be a short term impact statement._____

_____

_____

12. Give a brief example of what you consider to be a long term impact statement._____

_____

_____

13. What do you see as the benefits of assessing impact?_____

_____

_____

14. Indicate any other perceptions or concerns about impact assessment that are not covered in this instrument._____

_____

_____

15. Indicate the number of funded vocational education R & D program improvement projects you have directed in the following categories:
    _____Illinois State Board of Education/Department of Adult, Vocational and Technical Education
    _____Federal
    _____Out of state
    _____Not applicable

16. Indicate your current position.
    _____State staff
    _____Project Director/staff based at university
    _____Project Director/staff based at community college
    _____Project Director/staff based at local district
    _____Project Director/staff based at private firm
    _____Other (specify)_____

THANK YOU

APPENDIX E

Glossary of Terms

GLOSSARY OF TERMS

There is much confusion about the definition of terms related to impact. Therefore, the following glossary of terms was developed as an effort to clarify the terms used in the impact assessment system.

1. Program Improvement Goals - what the state education agency, Research and Development Section, would like to achieve as a result of being responsive to legislative requirements.

2. Research and Development Programs - a group of program improvement projects funded by the Research and Development Section that are seen by the Research and Development staff as having related goals.

   2.1 Program goals - what the state education agency (Research and Development Section) would like to achieve as a result of funded program improvement projects.

   2.2 Program objectives - intermediate outcomes leading to achievement of identified program goals.

   2.3 Program procedures - how the state education agency will go about achieving the program objectives (Requests for Proposals).

3. Research and Development Program Improvement Projects - individual projects funded through the Research and Development Section for which program improvement is a major goal. Projects are funded according to sections 120, 130, 131, 132, 133, 134, 135, and 136 of Public Law 94-482.

   3.1 Project goals - what the local project director would like to achieve as a result of a proposed activity (with the approval of the state education agency).

   3.2 Project objectives - intermediate outcomes leading to achievement of identified project goals.

   3.3 Project procedures - course of action local project directors use to achieve project objectives.

4. Target Audiences - individuals, groups, or institutions that could be affected by the activities of a Research and Development program improvement project or program.

5. Program Improvement Outputs - Research and Development project activities that can be classified into one of the following categories of: general information, products, practices, ideas and/or concepts.

6. Dissemination - a process that facilitates the use of project outputs. Dissemination occurs throughout the funded effort and continues beyond. The process consists of four assistance levels: awareness, understanding, decision and implementation, each of which contributes to impact.

7. Dissemination Plan - an outline of dissemination strategies unique to the particular project and project outputs, usually covering the entire span of a project.

8. Impact - consequences, positive or negative, of funded vocational education research and development program improvement projects and programs.

   8.1 Impact may be short term or long term

      8.1.1 Short term is the consequence of funded program improvement projects.

      8.1.2 Long term is the consequence of research and development programs, from combined contributions of funded program improvement projects realized 12 months or more after completion of funding.

   8.2 Impact may be intended or unintended

      8.2.1 Intended impact occurs when the consequences of projects and programs were planned for and/or expected.

      8.2.2 Unintended impact occurs when the consequences of projects and programs were not planned for and/or expected.

   8.3 Impact may be direct or indirect

      8.3.1 Direct impact is the consequence(s) of project and program goals.

      8.3.2 Indirect impact is an additional consequence(s) not related to project and program goals.

9. Intended Impact Statement(s) - statements included in a proposal for funding, based upon project goals, that indicate the intended consequences of the project activities upon a target audience(s).

APPENDIX F

1. Combine Similar Thrusts Into Research and Development Programs
2. Each of 14 Thrusts Considered a Program
3. Combinations of 11 Programs Currently Identified by Research and Development Section
4. University Responsibility for Research and Development on Thrusts

Alternative #1

COMBINE SIMILAR THRUSTS INTO RESEARCH AND DEVELOPMENT PROGRAMS

This alternative uses the 14 thrusts as the basis for the development of programs. By combining similar thrusts, five programs are created. One program would be assessed each year so that all programs would be assessed every five years.

Research and Development Programs Based on Combinations of Thrusts

Program	Subprogram (thrust)	Number of related projects currently funded	Suggested year for long term assessment
1. Strengthening Voc. Ed. Capacity	Research, Development Dissemination	24	
	Planning and Evaluation	5	FY '83
	Voc Ed Staff Development	5	
	subtotal	34	
2. Responsiveness to Individuals	Access & Equity	11	
	Individual Needs	16	FY '84
	Older Citizens	1	
	subtotal	28	
3. Skill Development	Basic Skill Development	4	
	Survival Skills	0	FY '85
	Competency Based	22	
	subtotal	28	
4. Public Understanding and Policy	Policy & Legislative Development	0	FY '86
	New Economic Concepts	5	
	Public Awareness	2	
	subtotal	7	
5. Organizational Linkages	Business/Industry/ Education Coordination	4	FY '87
	Agency Coordination	2	
	subtotal	6	

Strengths:

- Based on the 14 thrusts, adding continuity to long term organizational commitments.
- Reduces the 14 thrusts to five, easier-to-understand research and development programs. This should facilitate the overall management of the research and development effort.
- Allows for assessing impact of one program per year, within a reasonable time.
- Assesses impact of programs emphasized for a number of years, first, and allows time for lesser funded programs to be further emphasized.

Weaknesses:

- Subprogram goals may not always be related.
- Adds dimension of "subprogram" (thrust) to the project-to-program conceptualization.

Alternative #2

EACH OF 14 THRUSTS CONSIDERED A PROGRAM

In this alternative each thrust becomes a program, creating 14 different programs. One to five programs would be assessed each year in order for all programs to be assessed every five years.

Research and Development Programs Based on 14 Thrusts

Program	Number of current related projects	Suggested year for long term assessment
1. Research, Development, Dissemination	24	FY '83
subtotal	24	
2. Individual Needs	16	FY '84
3. Planning and Evaluation	5	
subtotal	21	
4. Competency Based	22	FY '85
5. Survival Skills	0	
subtotal	22	
6. Access and Equity	11	
7. Vocational Education Staff Development	5	FY '86
8. Public Awareness	2	
9. Older Citizens	1	
subtotal	19	
10. New Economic Concepts	5	
11. Basic Skill Development	4	
12. Business/Industry/Education Coord.	4	FY '87
13. Agency Coordination	2	
14. Policy & Legislative Development	0	
subtotal	15	

Strengths:

- Assess impact of each thrust, providing several projects are funded in each one.
- More even distribution of individual projects to choose from per year (approx. 20).

Weaknesses:

- In some cases few or no projects to make up program, at least at present.
- Too many programs to assess in FY '86 & FY '87.
- Too many programs to fund with multiple projects in the near future.

Alternative #3

COMBINATIONS OF 11 PROGRAMS CURRENTLY IDENTIFIED BY RESEARCH AND DEVELOPMENT SECTION

This alternative combines the eleven subject specific programs currently used by the Research and Development Section into six programs. One or two programs would be assessed each year so that all programs can be assessed every five years.

Research and Development Programs Based on Combinations of Current Programs

Programs	Number of related projects currently funded	Suggested year for long term assessment
1. All Vocational Education	74	FY '83
subtotal	74	
2. Agriculture	3	FY '84
3. Health Occupations Education	2	
subtotal	5	
4. Home Economics Education	4	FY '85
Career Education	0	
subtotal	4	
5. Business Office/Distributive/Cooperative Education	11	FY '86
subtotal	11	
6. Industrial Arts/Technical/Trade/ Industrial Education	7	FY '87
subtotal	7	

Strengths:

- No more than 2 programs assessed each year.

Weaknesses:

- Bulk of projects identified as being "all vocational education".
- Too few projects contributing to programs in most cases.
- The 14 Thrusts are not easily, or even reasonably categorized into programs defined this way.

Alternative #4

UNIVERSITY RESPONSIBILITY FOR RESEARCH AND DEVELOPMENT ON THRUSTS

This alternative assigns the responsibility of research and development efforts, categorized by thrusts, to the 9 universities which are a part of the liaison council.

Research and Development Programs Based on Thrusts Assigned to Programs

University	Thrust	Number of projects	Year of assessment
SIU-C	Competency Based	22	FY '83
	Survival Skills	0	
		subtotal 22	
UofI	Research, Development, Dissemination	24	FY '84
	Policy and Legislative Development	0	
		subtotal 24	
ISU	Individual Needs	16	FY '85
	Older Citizens	1	
SIU-E	Business/Industry/Education Coordination	4	
		subtotal 21	
WIU	Access and Equity	11	FY '86
NIU	Planning and Evaluation	5	
EIU	Vocational Education Staff Development	5	
		subtotal 21	
CSU	Public Awareness	2	FY '87
	New Economic Concepts	5	
GSU	Basic Skill Development	4	
	Agency Coordination	2	
		subtotal 13	

Strengths:

- Each university's research and development could be viewed as a research and development program.
- Responsibilities on universities for long term pursuit of particular thrusts.
- Research and development efforts spread geographically across state.
- Builds upon the 14 thrusts.

Weaknesses:

- Staff capacities and interests at universities will likely be broader than particular assigned thrusts.
- May be built in bias on part of evaluators.
- Decentralized approach could lead to haphazard, or at least uneven, progress toward each thrust.
- Would be politically unwieldy, if not substantively.

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REFERENCE LIST

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